

ST. LOUIS UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE
POLS-2520-01(Crosslist AAM/H01) INTRO TO AFRICAN POLITICS
3 CREDIT HOURS, Spring 2021

Dr. Emmanuel Uwalaka
MWF: 11:00-11:50 am
Phone: 314, 749-5917
Classroom: ONLINE

@ **Welcome to the course**

Lecture notes, announcements, etc., will be via Blackboard. Lectures will be delivered via Zoom. There will be zoom office hour (TBA). Given the current circumstances, the best way to reach me is via zoom appointment, email, or telephone 314, 749-5917. I will endeavor to get back to you within 24 hours.

I. COURSE DESCRIPTION

This course introduces students to the study of government and political processes in Africa. Using illustrations and case studies from various countries, it examines rival theoretical perspectives in the study of African politics, salient themes in African politics such as the nature of colonial experience, rival theoretical perspectives, nationalism and independence, the challenge of nation-building –identity politics and the role of the military in African Politics. The simple formulation of these themes pre-supposes comparisons among some of the many cultures of Africa. The lectures and readings will be supplemented with documentary films Promised Land, The Magnificent African Cake, The Stars Know Our Home, and Poison Fire. These films will be used to spark discussions and raise awareness about identity, sovereignty, social justice, and the triumph of culture over modernity. This course fulfills the Political Science Comparative Politics requirement and the Core Global Citizenship requirement.

II. COURSE OBJECTIVES

The objectives of the course are as follows:

- A. To provide students with an overview of the politics of post-independent Africa; and thus introduce them to some dimensions of diversity in the African experience.
- B. To introduce students to some of the paradigmatic differences in understanding African politics and society.
- C. To expose students to the major external and internal factors influencing African politics and society, and
- D. To develop students critical and analytical skills.

111. LEARNING OUTCOMES

After taking this course, students will be able to:

- A. To apply different theories to understand and explain political, economic, and social events in Africa

- B. Recognize and apply major concepts in the study of African politics
- C. Able to assess the effects of various social and political structures to determine which are more likely to promote equality, justice, freedom, or other values important to them, and
- D. Able to explain the historical foundations of contemporary African politics.

IV. REQUIRED TEXTS

- A. Keller, E. J. Identity, Citizenship, and Political Conflict in Africa, 2014. Bloomington, Indiana University Press.
- B. Peter J. Schraeder, African Politics and Society: A Mosaic in Transformation, 2004
- C. Englebort, Pierre, & Kevin C. Dunn. 2013. Inside African Politics. Boulder, Colorado. Lynne Rienner Publishers, Inc.
- D. Khapoya, Vincent B. The African Experience. 4th Edition New York, Pearson, 2013 (Recommended. Also on Reserve Desk of Pius Library).

Films: Class readings will be supplemented with films on events in Africa. This is through the generosity of Dr. Niyi Coker, the E. Desmond Lee Endowed Professor of African/African-American Studies at the University of Missouri-St. Louis.

Spring 2021 College of Arts & Sciences Policies

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost's Office website at: https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.

Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites.

Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact Disability Services to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact Disability Services, located in the Student Success Center and available by email at

Disability_services@slu.edu or by phone at 314.977.3484. Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from Disability Services and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact Disability Services. Confidentiality will be observed in all inquiries.

Note: due to accreditation requirements, regulatory differences, and/or location-specific resources, the School of Law, the School of Medicine, and SLU Madrid have their own standard language for syllabus statements related to disability accommodations. Faculty in those units should seek guidance for syllabus requirements from their dean's office

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience.** This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <https://www.lighthouse-services.com/StandardCustomURL/LHILandingPage.asp>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/here4you> and <https://www.slu.edu/general-counsel>.

IMPORTANT UPDATE: SLU's Title IX Policy (formerly called the Sexual Misconduct Policy) has been significantly revised to adhere to a new federal law governing Title IX that was released on May 6, 2020. Please take a moment to review the new policy and information on the following web address: <https://www.slu.edu/here4you>. Please contact the Anna Kratky, the Title IX Coordinator, with any questions or concerns.

Note: due to accreditation requirements, regulatory differences, and/or location-specific resources, the School of Law, the School of Medicine, and SLU Madrid have their own standard language for syllabus statements related to Title IX. Faculty in those units should seek guidance for syllabus requirements from their dean's office.

Mandatory Statement on Face Masks (Fall 2020)

The University's [Interim Policy on Face Masks](#) governs all students, faculty, staff, and campus visitors in all University-owned, leased, or operated facilities. All persons physically present in any such University facility associated with this course shall comply fully with this policy at all times. Masks must be worn before entry to all such University facilities (as well as outdoors on all University property when six feet of distance is unpredictable or cannot be maintained).

Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services or Human Resources to initiate the accommodation process identified in the University's [ADA Policy](#). Inquires or concerns may also be directed to the [Office of Institutional Equity and Diversity](#). Notification to instructors of SLU-approved ADA accommodations should be made in writing prior to the first class session in any term (or as soon thereafter as possible).

As the instructor of this course, I shall comply fully with SLU's policy and all related ADA regulations.

Students who attempt to enter a classroom without wearing masks will be asked by the instructor to wear masks prior to entry. Students who remove their masks at any time during a class session will be asked by the instructor to resume wearing their masks.

Note: Accordingly, no consumption of any food will be allowed in class.

Students who do not comply with a request by a SLU instructor to wear a mask in accordance with the University's *Interim Policy on Face Masks* may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to the *Student Handbook*. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:

- dismissal from the course(s)
- removal from campus housing (if applicable)
- dismissal from the University

To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with faculty or staff request to wear a mask in accordance with University policy.

Students are strongly encouraged to identify to their instructor any student or instructor not in compliance. Non-compliance may be anonymously reported via the SLU Integrity Hotline at 1-877-525-5669 (or confidentially via the Integrity Hotline's website at <http://www.lighthouse-services.com/slu>).

Attendance

The health and well-being of SLU's students, staff, and faculty are critical concerns. Accordingly, the following University policy statements on in-person class attendance are designed to preserve and advance the collective health and well-being of our institutional constituencies.

1. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the [University Student Health Center](#) for immediate assistance.
2. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) but who feel well enough to a) attend the course synchronously in an online class session or b) participate in asynchronous online class activities, are expected to do so. Those who do not feel well enough to do so should absent themselves accordingly.
3. Students (whether exhibiting any of potential COVID symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activity per the stipulations of the isolation or quarantine directive. They are expected to participate in synchronous or asynchronous online class activities as they feel able to do so, or absent themselves accordingly.
4. Students are responsible for notifying each instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible.
5. As a temporary amendment to the current [University Attendance Policy](#), all absences due to illness or an isolation/quarantine directive issued by a qualified health official shall be considered "Authorized" absences (effective August 2020 through May 2021).

Distance Education Etiquette

Your actions in distance education contexts are just as important as in on-ground, face-to-face educational contexts – and sometimes require additional attention and commitment, as some distance education technologies might be less familiar to us. Accordingly, all students are expected to follow the guidelines below:

Synchronous Video Contexts (Zoom, etc.)

1. Mute your microphone when you are not speaking. Remember to “un-mute” yourself just prior to speaking. Identify yourself when you begin speaking.
2. Expect a few seconds of delay in getting a response from the instructor or another class member to a question; wait before repeating your question or assuming it was not heard.
3. If possible, position your camera such that your video feed does not capture too much of your surroundings or other activity/sound from your home/location. Be conscious of posters, art, or other surroundings that others might find offensive or inappropriate for an educational context.
4. Use the “Raise Hand” and “Chat” (or similar) features of your video-conferencing tool. This limits verbal interruptions and the confusion generated when multiple people try to speak at once.
5. Just as in an on-ground, face-to-face class, limit side conversations, multi-tasking (on your computer or otherwise), and use of your cellphone.
6. Temporarily turn off your video feed and mute your microphone when engaged in any non-class conversation or activity.
7. Respect and be attentive to the diversity of your classmates and instructor. Before communicating, consider your message in the context of the class’ diversity in race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, geography, etc. Consider the diversity you can see or know – as well as that you cannot.
8. Remember that video-based class sessions (including chat transcripts) may be recorded and retrieved for later viewing.

Non-Video & Asynchronous Contexts (Blackboard, Canvas, Online Chats, Discussion Boards, etc.)

1. When using the “Chat” or “Discussion Board” (or similar) features of your course management system, remember that your course-related communications to the instructor or other students should be considered “professional” (they are not like texts to your

friends). Remember that course context and all related written work – including chat and discussion board transcripts – can be recorded and retrieved.

2. Be cautious when using humor or sarcasm; without the context of facial expressions or other body language, your tone or intent could be missed or misunderstood by others.

3. Respect and be attentive to the diversity of your classmates and instructor. Before communicating, consider your message in the context of the class' diversity in race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, geography, etc. Consider the diversity you can see or know – as well as that you cannot.

4. Respect others' time and life circumstances, which often don't allow for an immediate response to a question or comment.

Absences

In addition to authorized absences, instructors have the authority to excuse absences for other reasons.

Documentation for short-term absences may be required at the instructor's discretion.

In the event that several classes have been missed and students are unable to meet course objectives they should consult with the instructor and academic advisor about course extensions (see the [Incomplete Course](#) policy) or a course withdrawal (see [Course Withdrawal](#) policy).

Medical documentation may be required in cases of serious illness or medical conditions which impact a student's ability to participate in courses for an extended period.

In the event of a chronic medical condition or disability, students are strongly advised to contact the Dean of Students and/or the Office of Disability Services to explore potential accommodations.

Authorized Absence Activities

As previously stated, in the event that several classes have been missed and students are unable to meet course objectives they should consult with the instructor and academic advisor about course extensions (see the [Incomplete Course](#) policy) or a course withdrawal (see [Course Withdrawal](#) policy).

Each instructor will excuse students from class for authorized activities (see below) and provide an opportunity to complete missed exams, quizzes, and other required work.

Students are responsible for all material covered in class and must work with each individual instructor as soon as they return to complete any required work.

Missed required work may be replaced by alternative assignments at the instructor's discretion.

Bereavement

Official notification from the Dean of Students or Academic Dean.

Upon request to and approval by the Dean of Students Office, students shall be given up to five (5) consecutive days (not including weekends or holidays) of excused absence for bereavement.

Instructor will record your presence (online) for class from time to time. Students will be expected to complete assigned readings before the next day's class, participate in class discussions and prepare for case studies. Students should be aware of how politics affects their everyday lives. Most of the time, the instructor will begin class by asking "what is the latest?" The idea is to allow you express yourself on what you have observed or read about politics at the local, state, national or international level. Your participation efforts at this level will be recorded toward class participation points.

As part of class participation, during the last week of the semester students will be reminded to complete an on-line course evaluation. Students will be notified when screens will be accessible for students to submit the evaluation.

Students are reminded that this document is subject to revision(s) where necessary.

V1. EVALUATION

A. Methods

Quizzes, Blackboard discussion posts, class participation, midterm and final examinations will be used in evaluating the performance of students.

1. Students will be required to take the mid-semester and the final examinations.
2. Students are required to take all examinations as scheduled. Exams are primarily short essays and multiple-choice questions. Exams are not cumulative, that is, only the material since the last exam is included. Class participation will be determined by your constructive contributions to class through online presence during classes, discussions, questions and answers. Also, you will be expected to make discussion entries on Blackboard. I will prompt the class on a theme, issue, concept, etc. from the readings/lectures. You will be asked to post your comment and respond to at least two of your classmate's entries. You will be graded on

the quality of your posts that elevate the discussion (more of this in class).
There will be two quizzes.

Grading Scale and Distribution of Points

1. Quizzes 10
2. Mid-Semester Exam 35
3. Final Exam 35
4. Discussion Board Posts ...10
4. Class Participation 10

The numerical equivalents of letter grades are:

93-100 = A	83-86 = B	73-76 = C
90-92 = A-	80-82 = B-	70-72 = C-
87-89 = B+	77-79 = C+	60-69 =D
Below 65 = F		

NOTE: Final grades will not be changed unless there is an error in computation.

COURSE OUTLINE

Week 1

Jan. 29 Course Overview

Readings: Khapoya, Chap 1, “Africa: The Continent and its People.”

Why Study African Politics?

Readings: Englebert & Dunn. Chap 1, pp. 1-6

COLONIALISM AND THE AFRICAN EXPERIENCE

Feb. 1, 3 The Colonial Heritage

1. Definition of Colonialism
2. Why Europe Colonized Africa
 - a. To Gather Scientific Knowledge
 - b. European Ethnocentrism
 - c. Political
 - d. Economic

Readings: Khapoya, pp. 99-111

Schraeder, pp. 57-62

Englebert & Dunn, Chap 2 pp. 17-27

Study Questions:

1. What type of political institutions existed in Africa before the coming of the Europeans? How were they organized?
2. What were the myths perpetrated by the Europeans about pre-colonial Africa?
3. Can you give examples to debunk some of the myths?

THE CONSEQUENCES OF THE COLONIAL HERITAGE

Week 2

Feb. 5, 8 Political Impacts of Colonialism

1. Application of the European Nation-state
2. Division of African Nations Among Several States
3. Incorporation of Several African Nations into One State

4. Destruction of Traditional Checks and Balances
Readings: Schraeder, pp. 62-69

Feb. 10, 12 Economic Impacts of Colonialism

1. Expropriations Land and Labor
2. Creation of Export-Oriented and Economics
3. Evolution of Perverse Infra-structural Development

Readings: Khapoya, pp. 134-143

Schraeder, pp. 69-75

Englebert & Dunn, pp 27-32

Feb. 15 “This Magnificent African Cake” (Film)

Study Questions:

1. Give examples of subjugation of African culture to European values?
2. According to the texts, there were examples of fight of sovereignty in pre-colonial Africa before the advent of European invasion of Africa. What were they?
3. How did British experiences in India influence its administrative style in Africa?
4. What forms of racism, issues of justice and human rights are depicted in the documentary film The Magnificent African Cake?
5. How authoritarian were European colonial administrative styles?

Week 3

Rival Theoretical Perspectives

Feb. 19, 22, 24 The Modernization School

1. Forms

Readings: Schraeder, Chapter 13, pp. 302-304

Feb. 26 Critiques of the Modernization Approach

1. Irrelevance of Modernization Theory to African Realities
2. Ethnocentric
3. Modernization Not Uni-linear

Readings: Schraeder, pp. 304-307

“The Stars Know Our Home.” This film illustrates the issues of human rights and conflict between tradition and modernity.(Here’s a link to the film: <https://vimeo.com/showcase/1965726/video/37752706>)

For a cultural approach to understanding development read Burtler, Anthony: South Africa’s HIV/AIDS Policy, 1994-2004: How can it be explained? *African Affairs, Volume 104, Issue 417, October 2005, pp. 591-614, <https://doi.org/10.1093/afraf/adi036>*

Study Questions:

1. Define development by stating its conceptual and operational aspects?
2. What are some of the criticisms of Eurocentric definition of development with respect to African societies?
3. How does the film The Stars Know Our Home reflect some of these criticisms?
4. What do you understand by symbiotic relationship between tradition and modernity?

Week 4

**Mar. 1 Concern with Stability and the “Politics of Order”
(Late 1960-Early 1970s)**

Readings: Schraeder, pp. 308-313

STUDY OF AFRICA WITHIN THE CRITICAL TRADITION

Mar. 3, 5 Dependency and Underdevelopment Theories

Readings: Schraeder, Chap. 14, pp. 323-327

Strengths and Weaknesses

Readings: Schraeder, pp. 325-330

Mar. 8 New Directions for both Liberal and Critical Traditions (1990-Present)

Readings: Schraeder, pp. 313-318; 333-336

Study Questions:

1. What are the strengths and weaknesses of dependency and underdevelopment theories?
2. Why does Englebert characterize African economies as subsistence or “informal”?
3. How can Englebert’s description of African economies serve as explanations of recent events in either Ethiopia, Nigeria, or Mali?

Week 5

NATIONALISM AND INDEPENDENCE

Mar. 10 Trends in African Nationalism

1. Definition
2. Pre-colonial
3. First, Second, Third, and Fourth Waves of Independence

Readings: Schraeder, Chapter 4 pp. 81-85

Khapoya, Chapter 5, pp. 148-150

Mar. 12, 15 Domestic Influences on the Rise of Nationalism

1. Colonial Oppression
2. Educational Training and Development
3. Formation and Spread of Voluntary Associations

Readings: Khapoya, pp. 150-158

Schraeder, pp. 86-96

Mar. 117 MID TERM EXAMINATION REVIEW

Mar. 19 MID TERM EXAMINATION

Week 6

Mar. 22, 24, 26 International Influences on the Rise of Nationalism

1. World Wars I and II
2. Pan-Africanism
3. The League of Nations and the United States, etc.

Readings: Khapoya, pp 158-166

Schraeder, pp 89-96

Study Questions:

1. How did the nature of colonial administration influence of the rise of nationalism?
2. What were the contradictions in missionary education?
3. What was the earliest form of Pan-Africanism?

4. What were the three most important evolutions of Pan-Africanism?

Week 7

INDEPENDENCE AND AFTER: THE CHALLENGE OF NATION-BUILDING

Mar. 29 Problems at Independence

1. Popular Expectations
2. Economic Development
3. Political Stability

Readings: Khapoya, chapter 6, pp. 183-191

Mar. 31 Identity Politics - Ethnic Dimension of African Politics and Society

1. Conceptualizing Ethnicity

Readings: Schraeder, Chapter 5, pp. 101-103

Arriola, Leonardo and Martha Johnson. 2014. "Ethnic Politics and Women's Empowerment in Africa: Ministerial Appointments to Executive Cabinet." *American Journal of Political Science*, 58 (2): 495-510

Study Questions

1. What was the assumption of Western scholars about the role of concept of ethnicity in their approach to studying African politics and society?
2. What was the attitude of post-independent African leaders on ethnicity?
3. What is the role of women in African politics and under what conditions has that role changed?

Week 8

Apr. 2, 5, 7 Ethnicity and African Politics Cont'd

1. The Ethnic Intermediary's Critical Role
2. Ethnic Violence and Breakdown of Ethnic Compacts

Readings: Schraeder, pp. 103-110

Apr. 9, 12 Class Dimension of African Politics and Society

1. Conceptualization
2. Class Divisions Within African Society
3. Class Cooperation and Conflict

Readings: Schraeder, pp. 110-124

Study Questions

1. Explain the saliency of ethnicity in an African country from a cultural perspective?
2. Conceptualize ethnicity and explain how you came to such definitions?
3. What are some of the weaknesses of applying class analysis in African politics and society?

Week 9

RETHINKING IDENTITY, CITIZENSHIP, and SOCIAL CONFLICT IN AFRICA

Apr. 14, 16 Roots of the Crises of Identity and Citizenship

Readings: Keller, Chap. 1 pp 3-13

Apr. 19 Conceptualizing Citizenship in Africa

Readings: Keller, Chap.

Apr. 21 Analyzing Identity & Citizenship in Africa

Apr. 23 **Readings:** Keller, Chap. 3
Blackboard Discussion Entry: Topic will be provided a week earlier.

Week 10

CASE STUDIES

Apr. 26, 28 Nigeria and Ethiopia: Indigeneity and Citizenship Recent Events

Week 11

MILITARY REGIMES

Apr. 30 **Reasons For Coming to Power**

Readings: Schraeder, Chapter 9, pp. 201-204

Thomson, "Why has Africa experienced so many military coups?"
pp. 129-137

May. 3, 5 **MILITARY REGIMES (cont'd)**

1. Performance in Africa
2. Comparison with Civilian Regimes
3. Return to Barracks

Readings: Schraeder, pp. 209-218

May. 7 **VIDEO—AFRICAN COUPS**

Study Questions

1. What factors make military intervention in African politics more likely?
2. What is the role of ethnicity in African politics? Cite examples?
3. What are the different types of military regimes in Africa?
4. What is the nature of governance?
5. Make arguments on some myths about military involvement in politics.
- 6.

May. 10 **Finals Review**

May. 17 **FINAL EXAMINATION (8:00– 9:50 am)**